

TF Standard VII Reflection

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Internship in Educational Technology Leadership

Procedures, Policies, Planning, and Budgeting for Technology Environments

Infrastructure and support are one of the most important areas for the implementation of technology in the educational setting. I remember my first experience with technology at our district and it was a constant battle to obtain stability. Not only were the teachers unhappy but so were the students. People are quick to forget experiences that are pleasant but they never forget those that are not pleasant. For these reason, TF/TL Standard VII: Procedures, Policies, Planning, and Budgeting for Technology Environments focuses on the managerial and technical tasks associated with providing educators and students with high-quality access to technology (Williamson & Redish, 2009). Standard VII covers planning for technology deployment, procurement, implementation, maintenance and monitoring. As technology began to arrive in education some districts did not hire school technologists. Administrators tried to place unqualified staff in positions over the implementation of technology. The lack of expertise in the area of technology placed those districts in jeopardy of successfully implementing technology in the classroom.

My experience in this area reflects the scenario previously mentioned. The school board and the administration had the best of intentions. Their desire was to be on the leading edge of technology implementation. The focus was to have the best training and tools available to teachers and students. What we suggest is that to be a truly new school, it has to model new ways of teaching and learning, and of using new tools (Solomon & Schrum, 2007). This statement embodies what our goal was at that time but we did not have qualified staff to fulfill the goal. Our district should have taken the initiative to hire a technology leader with the adequate training, skills and expertise to ensure access to technology on our campuses. What I learned during that time is supported by what I also learned from Standard VII. Even though my

experience was unpleasant I discovered new concepts that I can apply now in my current position. This also makes me realize how difficult the job responsibilities would have been for the person serving all those years earlier at my district.

During this study it was very helpful to have access to the discussion board and the web conferences. I constantly used the internet to research and gain new knowledge about new equipment and cost of implementation. My colleagues were a resource also as I was able to call upon them for references to purchases and implementation procedures. I learned to compile the information and assess each piece individually but also place the knowledge gained in a sequential order to successfully complete the steps required by this standard. Planning for technology was very time consuming and I had to learn to manage my time and the project at the same time. I know to rely on staff in the business office to help with budgeting, contracts, bids and approvals. I learned to make certain I do all of these steps in a timely manner as the board meetings are only conducted monthly. The final piece of learning I will take from this experience is to make certain I follow a detailed process with a structured timeline and depend on those with expertise in areas of importance. With technology standards becoming an integral part of student's education, teachers are more enthusiastic than ever to learn new technologies and methods (Pitler, Hubbell, Kuhn & Malenoski, 2007). It is my hope that I can successfully reverse negative feelings any teacher may have towards embracing technology. It is also my desire to be the technology leader that will best suit my district's technology goals and plans for the future.

References

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